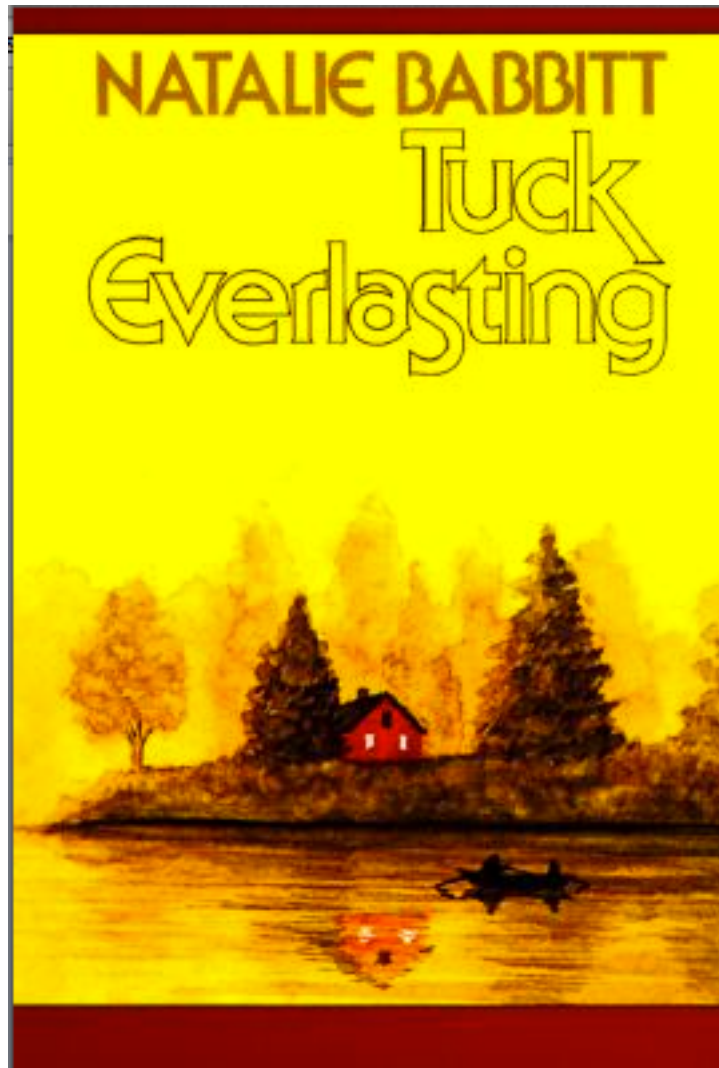


Making Choices

A Thematic Unit focusing on Natalie Babbitt's *Tuck Everlasting*



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Part I: Introduction

“Don't be afraid of death; be afraid of an unlived life. You don't have to live forever, you just have to live”

-Natalie Babbitt, *Tuck Everlasting*

Making Choices

Introduction:

I will be teaching my unit in a 6th grade Language Arts class at Dillard Drive Middle school under the guidance of the wonderful Marsha East, an expert teacher. Our team, the sharks, consists of a group of bright students who I cannot wait to begin guiding into learning! I will be teaching slightly shortened classes, with each class period only lasting 47 minutes long. This means I will be responsible for five separate periods as well as base and bus room. Classes vary from roughly 23 to 28 students with base having 34 students (Period 1: 25, Period 2: 28, Period 3: 27 Base: 34, Period 6: 31, and Period 7: 23). All students are between 11-12 years old. Each period consists of a heterogeneous mix of students, including both male and female students of diverse backgrounds. The major ethnic backgrounds included in these classes are Caucasian, Hispanic, and African American students. Socioeconomic status is also varied with students spanning across the scope. While some students come from a high socioeconomic status, others come a much lower. Keeping this in mind, I must create lessons where my students have equal access to needed materials in order to best help them all succeed. With a various range of abilities, each class is comprised of students in ICR, AG, and normal range areas. Students come from many different family backgrounds, including two parent households, single mothers, single fathers, and even two mothered households. In these classes, students are interested in sports, movies, music, and even reading. Like normal adolescents, they are very concerned with their friendships with other students, so it will definitely be important to keep in mind how this affects the identity of each student. When I teach these classes, I will keep the diverse nature of these classes in mind as I develop lessons. During my creation of this unit, I consulted with peers, my CT, and professors. When I teach this unit, I will be working closely with my CT to make sure each and every student will find success.

Organizational Principle:

The theme for my unit revolves around the concept of making choices, which coincides with Wake County's unit 4 CMAP. Not only does this align with Wake County's units, it definitely has a purpose with each of our students' futures. Our students will make choices for the rest of their lives, with both positive and negative outcomes. This unit will help students understand the impact their choices have to themselves and the world around them. Allowing students to understand the role choice plays in their lives, this unit will benefit students greatly in all aspects. The reality of the importance of making choices can be seen in minor facts such as what we decide to wear in the morning to major decisions such as whether or not to drop out of school. Our students make decisions every day about many aspects of their lives. By the end of this unit, students will understand how they have the ability to consistently make quality choices as well as understand the benefits and repercussions of harmful choices. Guiding our students in an understanding of how to make positive decisions will allow them to learn decision-making skills that will stick with them throughout not only their educational career, but also their lives.

Primary Subject Matter Focus:

The theme of making choices will be exemplified in part with a major focus on the novel *Tuck Everlasting* written by Natalie Babbitt. The rationale for choosing this particular book comes from the connection students can make in the novel. Common Core State Standard RL.6.1 states that students must cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Common Core Standard RL.6.2 states that students must determine a theme or central idea of a text and how it is conveyed through particular details and to provide a summary of the text distinct from personal opinions or judgments. I believe that using *Tuck Everlasting* will enhance students' abilities to draw inferences from text, analyze literary devices, and support analysis of what the text says explicitly. Winnie, who is quite young, has a major choice to make in her life. In the same way Winnie makes choices, our students will be forced to do the same. She is faced with many difficult decisions along her journey including whether or not to drink water from a spring, allowing her to live forever. While this is a fantasy novel, it will be an interesting resource to make a connection between difficult choices. By understanding the novel as well as drawing inferences, our students will be more aware of how each choice they make affects their lives. By learning about the struggles these characters face, they will enrich their understanding of choice through the eyes of another.

Organizing Questions:

1. What are we willing to give up in order to gain what we think we need?
2. What control do we have in making choices?
3. How do we solve problems?
4. What impact do our choices have?
5. How can we learn from our choices?
6. How do our choices affect the world around us?
7. How can we foster quality choice making skills?

Goals:

By the end of this unit, students will be knowledgeable about choice and its effects. Students will be expected to be proficient in demonstrating an understanding of the consequences that follow making the wrong choices as well as recognize the rewards for making the right choices. In addition, students will become more aware of how their choices affect their lives and the world around them and be aware of how to consistently make quality choices.

General Unit Objectives:

Cognitive:

1. Understand parts of a novel
2. Develop critical thinking skills
3. Better understand key literary devices
4. Interpret material
5. Better understand concepts related to making choices

Affective

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6. Collaborate effectively with peers
7. Participate effectively in classroom discussion
8. Express themselves creatively
9. Actively follow directions

Performance

10. Creating original writing, posters, etc.
11. Effectively respond to material
12. Use technology
13. Present information

6th Grade Common Core State Standards

English Language Arts

CCSS-SL-(6)-1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

CCSS-SL-(6)-2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS-RL-(6)-1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS-RL- (6)-2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS-RI-(6)-3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS-RI-(6)-4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS-RI-(6)-6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Social Studies

CCSS-RH-(6): Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS-RH-(6)-4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS-WHST-(6)-10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Possible Unit Materials & Texts

Literature/Short Stories/Poetry:

*Tuck Everlasting**by Natalie Babbitt
“The Road Not Traveled” by Robert Frost
“Stone Walls Do Not a Prison Make” by Richard Lovelace*
“Choices” by Nikki Giovanni

Film/Media Clips

Finding Money (3:06)*
<http://www.wingclips.com/movie-clips/a-simple-plan/finding-money>
“9” (2:00)*
<http://www.wingclips.com/movie-clips/9/come-for-you>
Cloudy w/a chance of meatballs (2:29)*
<http://www.wingclips.com/movie-clips/cloudy-with-a-chance-of-meatballs/your-choice?play=1>
Paul Blart: Mall Cop “Sworn Oath” (2:00) *
<http://www.wingclips.com/movie-clips/paul-blart-mall-cop/sworn-oath>
Tuck Everlasting film directed by Jay Russell (2002)
The Interpreter “Choosing Forgiveness”
<http://www.wingclips.com/movie-clips/the-interpreter/choosing-forgiveness>

Music/Lyrics Resources

“My Dilemma” by Selena Gomez
<http://directlyrics.com/selena-gomez-my-dilemma-lyri9cs.html>
<http://www.youtube.com/watch?v=sFgU3gDARGk>

Technology Related Materials

Portable laptop
Access to computers**
CD player
Headphones
<http://americanfoodcultureandmore.blogspot.com/2012/01/scary-fast-food-statistics-facts.html>

Aesthetic Materials

Pencils**
Paper
Markers**
Colored Pencils
Crayons
Glue
Scissors
Graphic Organizers
Poster Board**
Construction Paper**
Glitter
Rulers

Possible Activities/Instructional Strategies

- Connection to films/film clips**
- Class discussion**
- Poetry annotation**
- Writing Workshop**
- Portable laptops
- Role-Play
- Literature circle
- Anticipation guide**
- Character carousel**
- Debate
- Trial
- Silent Reading
- Exit Tickets**
- Trial of Mae Tuck**
- Ask the Expert**
- Stump the Teacher**
- Silent Reading**
- Reading aloud**
- Voki Creation**
- Guided note taking

Unit Map/ Narrative Overview

Day 1: Making Choices Unit Introduction (Lesson Plan Provided)

- 1) Silent Reading [10 minutes]
 - a) When students first enter the room, they will see a transparency on the overhead saying, "Copy your HW. Read silently for 10 minutes. ☺"
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Hook: Introduction to the Unit: Making Choices [5 minutes]
 - a) What is choice? "The act, instance, right, power, or opportunity to choose; alternative; option; preference."
- 3) Activity: Analyzing Choices [25 minutes]
 - a) Film Clips/Discussion of Film
 - b) What types of choices are these people faced with? How will they react to these choices? How will these choices likely affect them?
 - i) Dilemmas
 - (1) Finding Money (3:06)
 - (2) "9" (2:00)
 - ii) Hard Choices
 - (1) Cloudy w/a chance of meatballs (2:29)

(2) Paul Blart: Mall Cop “Sworn Oath” (2:00)

- 4) Closure: Exit Ticket: Survey [5 minutes]
 - a) Anticipation Guide: Put an X in front of those statements with which you agree.
 - i) It would be wonderful to live forever.
 - ii) Everyone who commits a crime must be punished.
 - iii) Helping someone escape from prison is an honorable thing to do.
 - iv) People should have control over life and death.
 - v) Living means always changing.
 - vi) Seeing your family every ten years is enough time to spend with them.
 - vii) Whenever you see an opportunity to make money, you should take it.
 - b) I will explain to students that their answers will be compared to that of their classmates to see what percentage of the class agrees or disagrees with these statements. I will put these results into a graph that evening for students to see a visual representation of their answers the following day in class.

Day 2: “Choices are the hinges of destiny.” (Lesson Plan Provided)

- 1) Silent Reading [10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Bridge: The results are in! [5 minutes]
 - a) Using the results of the anticipatory guide from the previous day, students will view a graph and complete a free-write.
 - i) Were you surprised with the results?
 - ii) How did your answers compare to your classmates?
 - iii) What do you think these results tell us about choice?
- 3) Activity: Group work using quotes [15-20 minutes]
 - a) As a whole class, we will work through one quote related to choice.
 - b) We will point out the following aspects:
 - i) What are the main parts of the quote?
 - ii) What does each part mean?
 - iii) What is the message of the quote as a whole?
 - c) Students will then work in groups at their tables to find the meaning in the remaining quotes.
- 4) Share out [5-10 minutes]
 - a) What were the main messages of the quotes?
- 5) Activity: Lets play a game! [10-15 minutes]
 - a) As we approach the end of class, we will play a short game focusing on literary devices.
 - b) Often, we see many literary devices in quotes, but what are these devices? Before we begin reading Tuck Everlasting, we should be aware of some of the important literary devices we will be seeing.
 - i) Introduce several literary devices using vocabulary game:

- (1) Figurative Language, Symbolism, Foreshadowing, Simile, Metaphor, and Personification
 - (2) I will use Microsoft word to begin typing a literary device. I will slowly add more letters to the word as students guess the word. They will be able to shout out answers until someone guesses the correct word. After each word, we will define that literary device. (Ref.: Based on a vocabulary lesson by Crystal Simmons)
- 6) Conclusion [5 minutes]
- a) Exit ticket:
 - i) Ask one open-ended question about the material from today.
 - i) Describe one thing that you learned today.

Day 3: Would you drink the water? (Lesson Plan Provided)

- 1) Silent Reading [10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Hook: Water Drinking Activity [5 minutes]
 - a) Students will each be given a cup with a small amount of water in it. I will have students drink the water. On the bottom of the cup, there will be either 1 or 2. Students won't know what this means until after they drink the water. Once they have drank the water, I will tell students that everyone who drank from a particular number will live forever.
 - b) Free-write [5 minutes]
 - i) Students will then have five minutes to free-write about the experience. Would they want to live forever? Were they upset if they weren't going to live forever?
- 3) Tuck Everlasting Movie Trailer
- 4) Activity: Reading of Tuck Everlasting/ Comprehension and Discussion Questions [25 minutes]
 - a) Prologue, Ch.1, and Ch.2 [9 pages]
 - b) I will read these pages to the class as they follow along in their own books, encouraging students to ask questions.
 - c) After each chapter, we will go over several discussion questions about the chapter. This will provide students with an opportunity to retain what they have just read.
- 5) Closing/Exit ticket [2 minutes]
 - a) Following the reading, we will make the transition to the end of class. Rather than simply end on the discussion questions, we will write a short free-write.
 - i) Now that we have read the first few chapters, predict how the story will end. What do you think will happen to the main characters? This will serve as your exit ticket for the class period.

Day 4: Character Carousel (Lesson Plan Provided)

- 1) Silent Reading [10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Bridge: Discussion [5 minutes]
 - a) Who are the main characters in *Tuck Everlasting*?
 - b) How many of them have to make difficult decisions?
 - c) How can we describe these characters?
- 3) Activity: Reading of *Tuck Everlasting* [10-15 minutes]
 - i) We will play popcorn as we read chapters 3 and 4 [9 pages] Students can volunteer to read, aiding in their oral reading skills.
- 4) Comprehension and Discussion Questions [10 minutes]
 - a) After each chapter, we will go over several discussion questions about the chapter. This will provide students with an opportunity to retain what they have just read.
- 5) Activity: Character Carousel [10 minutes]
 - a) Students will be broken up into six different groups. They will each be given a different color marker.
 - b) Each group will go around to a different piece of construction paper taped to the walls where they will write a description of each character (Jesse Tuck, Miles Tuck, Angus Tuck, Mae Tuck, Winnie Foster, Man in the Yellow Suit). Each group will rotate through the room, writing their description of each character.
 - c) Each group will have roughly 1½ minute to write a short description of each character.
- 6) Conclusion: Class Chat [5 minutes]
 - i) How did the students describe the characters? What sorts of textual evidence do we see?

Day 5: “Don’t be afraid of death; be afraid of an unlived life.”

- 1) Silent Reading [10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Hook: Voki/Free-write [3 minutes]
 - a) Next, we will make the transition into our lesson. I will show a voki that has an animated character describing Winnie, the missing girl in *Tuck Everlasting*.
 - b) The animation will describe Winnie, the Tucks, and how her parents are worried about their missing daughter.

- c) Following this, students will free-write for several minutes on what they saw in the voki.
- 3) Assignment: Reading of *Tuck Everlasting* [10-15 minutes]
 - i) I will then explain to students that we will now be reading Ch. 5 [9 pages] to see what will now happen to Winnie Foster.
 - ii) Directly after the reading, students will have the opportunity to create a voki in groups of 3. Each group will have access to a computer where they can create a voki asking for the return of Winnie.
- 4) Creation of Voki [25 minutes]
 - i) Each group will have the remainder of class to create their voki immediately when ready.
 - ii) If groups do not finish their voki, they will have the option of coming during base to finish it.
 - iii) Directions:
 - (1) Groups must describe the situation
 - (2) Groups must describe Winnie
 - (3) Groups must describe the Tuck family
 - (4) Groups can state any other relative information
 - (5) Be creative!
 - (a) You could offer a reward or even describe how her family must be feeling, etc.
- 5) Conclusion: Free-write [2-3 minutes]
 - a) We will conclude class with a brief free-write on how students felt their voki turned out.
 - b) Were they happy with the results?
 - c) What did they like about their voki?
 - d) What could be improved?
- 6) Homework: Complete comprehension and discussion questions from Ch. 5

Day 6: Voki

- 1) Silent Reading [10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Bridge/Class Chat [3 minutes]
 - a) What did you like best about working with voki?
- 3) Voki Presentations [15 minutes]
 - a) Next, we will have the opportunity to actually see the amazing vokis that our class has created! This will allow students to see how their classmates approached the creation of their voki as well as learn more about student perception of Winnie, the Tuck family, and their situation.
- 4) Review of comprehension and discussion questions from Ch. 5

- a) Following the voki presentations, we will transition into a quick review of the comprehension and discussion questions from Ch. 5. Students should have completely these questions for homework, so we will go over them as a class.
- 5) Group reading of *Tuck Everlasting* [15 minutes]
 - a) Next, we will transition into our group reading of Ch. 6, Ch. 7 [11 pages].
- 6) Conclusion: Comprehension and Discussion Questions from Ch. 6 and Ch. 7 [10 minutes]
 - a) After each chapter, we will go over several discussion questions about the chapter. This will provide students with an opportunity to retain what they have just read.
 - b) We will end class with the discussion questions, reminding students of the important aspects of these particular chapters.

Day 7: *Tuck Everlasting* Visual Imaging

- 1) Silent Reading [10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Hook: Quotation Warm-up/Free-write [5-10 minutes]
 - a) “Don't be afraid of death; be afraid of an unlived life. You don't have to live forever, you just have to live” –Natalie Babbitt
 - b) What do you think this means?
- 3) Reading of *Tuck Everlasting* using steps to visual imaging [10-15 minutes]
 - a) After our warm up, I will transition the class into our continued reading Ch. 8 and Ch. 9 [8 pages] of *Tuck Everlasting*, reminding them to look for the potential choices of the characters. I will encourage them to consider the quote from our warm-up as they read the chapters today.
 - b) As we read today, we will use steps to visual imaging.
 - c) I will read a short section, such as a page or two.
 - d) Students will then draw out the reading.
 - e) They will be given roughly 2 minutes to draw until I begin reading once again. This process will be repeated throughout the chapters, allowing students to connect an image with the reading.
- 4) Discussion Questions [10 minutes]
 - a) After each chapter, we will go over several discussion questions about the chapter. This will provide students with an opportunity to retain what they have just read.
- 5) Activity: Missing/ Wanted Poster [15 minutes] (Ref.: Wanted Poster idea from Marsha East)
 - a) At this point in the novel, the Tuck family has taken Winnie. In order to help find Winnie, we will use our creativity to produce missing/wanted posters!

- b) I will hand out construction paper, markers, colored pencils, and scissors. Students will begin their creation of a wanted poster about one of the Tuck's (Mae, Jessie, Miles, or Angus)
 - i) This poster should include:
 - (1) The name of the character(s)
 - (2) A description of the character(s)
 - (3) Picture of the character(s)
 - (4) A reward amount
 - (5) The "crime"
 - (6) Where (Or who!) to contact
 - c) Students will take their poster home for H.W. if they don't finish it in class
- 6) Conclusion:
 - a) We will conclude class with a short debrief on what sorts of things the students are included on their poster thus far. Students will take their posters home for homework.
- 7) Homework: Wanted Poster

Day 8: Choice and Nutrition

- 1) Silent Reading [5-10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for roughly ten minutes. Today, this may be cut down shortly.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Hook: Choice in music
 - a) I will begin class with a song by Selena Gomez.
 - b) Link to lyrics: <http://directlyrics.com/selena-gomez-my-dilemma-lyri9cs.html>
 - c) Link to song: <http://www.youtube.com/watch?v=sFgU3gDARGk>
 - d) As I play the song, students will be able to follow along with the lyrics. After the song is over, I will ask students a series of questions as they engage in a class discussion.
 - i) What was the main point/ message of the song?
 - ii) How does this relate to making choices?
- 3) Wanted Poster Presentations [20-25 minutes]
 - a) Following the song, we will make the transition into the presentation of our amazing wanted/missing posters.
- 4) Activity: Partner Reading of *Tuck Everlasting* [10-15 minutes]
 - a) Ch. 10, Ch. 11 [8 pages]
 - i) Next, we will make the transition to our reading. I will encourage students to think about how a wanted poster would have affected the story if more people knew to look for the Tuck family.
 - ii) Students will be broken up into groups of 2-3 students to read Ch. 10 and Ch. 11
 - iii) Each group will be given a notecard where they will do the following things before, during, and after the reading:

- (1) Make a prediction
- (2) Summarize the chapter
- (3) Ask a question
- (4) Make a comment about the reading
- 5) Conclusion: Discussion Questions [5-10 minutes]
 - a) After each chapter, we will go over several discussion questions about the chapter. This will provide students with an opportunity to retain what they have just read.

Day 9: Tuck

- 1) Silent Reading [10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Hook: Healthy Eating [2 minutes]
 - a) I will ask the class several questions, allowing them to volunteer answers aloud.
 - i) What did you have for dinner last night?
 - ii) Was it a healthy meal?
 - iii) Do you make beneficial choices when it comes to the food you eat?
- 3) Activity: Choice and Nutrition [5 minutes]
 - a) Scary Food Statistics
 - i) <http://americanfoodcultureandmore.blogspot.com/2012/01/scary-fast-food-statistics-facts.html>
 - b) Class discussion
 - i) After reading some of these statistics, students will have the opportunity to discuss the importance of how making choices is important in order to have a healthy lifestyle.
- 4) *Tuck Everlasting* Reading [15-20 minutes]
 - a) In order to connect what we are reading to the Tuck family, I will ask students what sorts of food they have read about the Tuck family eating (such as flapjacks and fish). I will ask students to consider how the Tuck family would have made healthy choices before they drank the water in Treegap.
 - b) We will then read Ch. 12, Ch. 13, and Ch. 14 [13 pages]
 - c) As I read each chapter aloud, students will follow along, listening attentively.
 - d) At the end of each chapter, we will play stump the teacher and answer the discussion questions.
- 5) Stump the teacher: [5 minutes]
 - a) How to play:
 - i) At the end of each chapter, I will close my book and allow students to ask me content-based questions from the reading. If the class can stump me, they get a dragon dollar. After I allow them to test me for several minutes, I will then try to stump them! I will ask students a question, allow them to ponder, and then call on a student. If they don't know the answer, they can pass to another

student. (Ref.: Idea derived from

http://www.ilovethatteachingidea.com/ideas/010424_stump_the_teacher.htm

- 6) Discussion Questions [5-10 minutes]
 - a) After each chapter, we will go over several discussion questions about the chapter. This will provide students with an opportunity to retain what they have just read.
- 7) Conclusion: Class Chat [2 minutes]
 - a) Following the discussion questions, students will be asked to raise their hand and tell one thing they learned today.

Day 10: Tuck

- 1) Silent Reading [5-10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for roughly five to ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Hook: One Question [3-5 minutes]
 - a) If you could ask one character from *Tuck Everlasting* an open-ended question, what would it be? Write your question down.
- 3) Activity: Reading of Tuck [15-20 minutes]
 - a) We will then make the transition into our reading, keeping in mind other questions that students would want to ask one of the characters if it were possible.
 - b) We will then read Ch. 15, Ch. 16, and Ch. 17 [13 pages] as a group.
- 4) Discussion Questions [5-10 minutes]
 - a) After each chapter, we will go over several discussion questions about the chapter. This will provide students with an opportunity to retain what they have just read.
- 5) Closing Activity: Ask the Expert [10 minutes]
 - a) We will end the class period by playing the game, ask the experts.
 - b) Six students will be “experts” in this activity. The activity is set up like a talk show.
 - c) The teacher chooses several characters from the novel, *Tuck Everlasting*.
 - i) These people will become experts for today’s class/show.
 - d) Then, the teacher can choose several students to come up in front of the class and pretend to be the three expert guests.
 - e) The other members of the class will then ask the experts their open-ended questions.
 - f) Experts must remember that they are to answer as if they are the character.
 - g) Students will spend the remainder of class taking turns being “experts.”

Day 11: Tuck

- 1) Silent Reading [10 minutes]

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- a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
- b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Hook: Entertainment of Choice [5 minutes]
 - a) What is our entertainment of choice?
 - b) How does it affect our lives?
 - i) Books, Movies, Songs, Artists, Hobbies, etc.
- 3) *Tuck Everlasting* Group Reading [15 minutes]
 - a) Next, we will make the transition into our reading of Ch. 18, Ch. 19 [10 pages]
 - b) Before we begin, I will ask students what sorts of entertainment they think the Tuck's had during their lives. How would the entertainment choices be similar or different?
- 4) Discussion Questions [10 minutes]
 - a) After each chapter, we will go over several discussion questions about the chapter. This will provide students with an opportunity to retain what they have just read.
- 5) Closing: Stump the Teacher [5-10 minutes]
 - a) Before we end class, I will allow students to test their knowledge by playing a game.
 - b) How to play:
 - i) At the end of each chapter, I will close my book and allow students to ask me content-based questions from the reading. If the class can stump me, they get a dragon dollar. After I allow them to test me for several minutes, I will then try to stump them! I will ask students a question, allow them to ponder, and then call on a student. If they don't know the answer, they can pass to another student. (Ref.: Idea derived from http://www.ilovethatteachingidea.com/ideas/010424_stump_the_teacher.htm)

Day 12: Tuck

- 1) Silent Reading [10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Hook: Choosing as a Voter [5-10 minutes]
 - a) Class discussion using several questions:
 - i) How do we make choices when voting?
 - ii) Do our decisions matter when we vote?
- 3) *Tuck Everlasting* Reading [10-15 minutes]

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- a) In order to make the transition to our reading, I will encourage students to think about how the Tuck's may have felt when they had no choice in their fate to live forever. We will then transition into reading Ch. 20, Ch. 21 [10 pages]
- 4) Discussion Questions [5 minutes]
 - a) After each chapter, we will go over several discussion questions about the chapter. This will provide students with an opportunity to retain what they have just read.
- 5) Activity: Trial of Mae Tuck [15 minutes]
 - a) Students will take the remainder of the class period to put on a mock trial of Mae Tuck
 - b) Students will be broken up into several groups to play the judge, Mae, witnesses, and a jury. Students MUST act as the particular character that they are portraying.
- 6) Closing: Vote [2 minutes]
 - a) Did you agree with the verdict of

Day 13: Tuck

- 1) Silent Reading [10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Hook: Poetry [5 minutes]
 - a) "Stone Walls Do Not a Prison Make" by Richard Lovelace
 - b) We will read this poem as a class, as we look for a connection to making choices as well as how this poem was used in the novel *Tuck Everlasting*.
- 3) Pair Reading using paragraph shrinking [15-20 minutes]
 - a) Reading of Ch. 22, Ch. 23 [10 pages]
 - b) Each group will read the chapters, pausing after each paragraph to summarize the main point including:
 - i) The who/what of the paragraph
 - ii) Main idea
 - iii) Most important thing about who or what
- 4) Conclusion: Discussion Questions [10 minutes]
 - a) After each chapter, we will go over several discussion questions about the chapter. This will provide students with an opportunity to retain what they have just read.

Day 14: Tuck

- 1) Silent Reading [10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.

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- b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Hook: Free-write [5 minutes]
 - a) How do you think this novel will end? Free-write for one minute as you make a prediction about the ending of this novel.
- 3) *Tuck Everlasting* Group Reading [20-25 minutes]
 - a) Ch. 24, Ch. 25, Epilogue [18 pages]
- 4) *Tuck Everlasting* Discussion Questions [10 minutes]
 - a) After each chapter, we will go over several discussion questions about the chapter. This will provide students with an opportunity to retain what they have just read.
- 5) Conclusion: Exit Ticket [3-5 minutes]
 - a) Free-write: What did you think of the ending? Were you upset or happy? Why? Was your prediction correct?

Day 15: Tuck Final Project

- 1) Silent Reading [10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Final Assignments Instructions: [5-10 minutes]
 - a) Next, we will make the transition to our final project assignment. I will explain to students that they must use textual evidence to create a project based on the novel, making sure to incorporate the theme of making choices.
 - b) Students will have four options for alternate assignments including:
 - i) Alternate Ending Writing
 - ii) Book Cover Creation
 - iii) Advertisement for “magic water”
 - iv) A detailed song or rap that describes the characters, setting, conflict, problem, and solution.
- 3) Writing Workshop [27 minutes]
 - a) Students will have the remainder of class to work on their final assignment.
- 4) Conclusion/Questions [2 minutes]
 - a) We will end class by making sure each student feels comfortable with the creation of their final project. They will be expected to work on their project tonight for homework, but will also have one more day for completion of the project.

Day 16: Writing Workshop

- Silent Reading [5-10 minutes]
 - Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.

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- During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- Writing Workshop
 - Students will immediately transition into the continued creation of their final products.
- Conclusion/Exit ticket
 - What are you most proud of in regard to your final project?

Day 17: Study Guide

- 1) Silent Reading [5-10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
- 2) Presentations of Final Products [25-30 minutes]
- 3) Homework: Study Guide [10-15 minutes]
 - a) Students will be given a study guide for homework based on *Tuck Everlasting*

Day 18: Jeopardy

- 1) Silent Reading [5 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for five to ten minutes.
 - b) During this time, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Review of Study Guide [15 minutes]
- 3) Jeopardy [37 minutes]
 - a) As a review to **Tuck Everlasting**, we will play jeopardy to study for the final test the following day.

Day 19: Test

- 1) Silent Reading [20 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Tuck Everlasting Final Test

Day 20: Chill Out

- 1) Silent Reading

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- a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Chill Out
- a) Today will be a reward for student's who have completed all assignments during this thematic unit on making choices. They will be rewarded for their hard work as they watch the movie Tuck Everlasting.

Day 1:

Introduction to the next unit on "What's Your Point." This unit will focus on our students' role in the world. They will be motivated by questions about how they can make their voice heard, and how they can make a difference in the world.

Part II: Daily Lesson Plans

“We have to choose between what is right, and what is easy.”

-J.K. Rowling

Making Choices
Plan #1 of 20

**“To be or not to be, that is the question”
-William Shakespeare, *Hamlet***

Context: This is my initial lesson plan for my thematic unit on making choices. This lesson will be used to introduce myself as an educator, get to know the students, and introduce the topic of making choices in order to establish a reference point for the remainder of this particular unit. Allowing students to see several scenarios where characters are faced with difficult decisions, this lesson plan exemplifies the theme of making choices.

Specific Learning Objectives

SWBAT:

[Cog] **GO SO**

- 2. Develop Critical Thinking Skills
 - 2.1 Generate open-ended questions
- 5. Knows basic concepts
 - 5.1 Define “choice”
 - 5.2 Identify actions in scenarios

[Aff]

- 7. Participate effectively in classroom discussion
 - 7.1 volunteer answers
 - 7.2 ask questions
 - 7.3 listen to peers
- 9. Actively follow directions
 - 9.1 Complete all components of handout
 - 9.2 Listen attentively
 - 9.3 List answers on handout

[Perf]

- 11. Effectively respond to material
 - 11.1 Describe each scenario
 - 11.2 Identify each character’s decision/choice

[CCSS]

CCSS-SL-(6)-1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.

CCSS-SL-(6)-2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Materials/ Technology Resources Required:

- Access to internet
- Overhead/Document camera
- Notecards

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- Pencils
- Making Choices/Film Clip Worksheet
- Anticipation Guide
- Film Clips
 - Finding money excerpt from *A Simple Plan*
 - <http://www.wingclips.com/movie-clips/a-simple-plan/finding-money>
 - Come for you excerpt from the movie *9* (2:00)
 - <http://www.wingclips.com/movie-clips/9/come-for-you>
 - Your Choice excerpt from *Cloudy w/a Chance of Meatballs* (2:29)
 - <http://www.wingclips.com/movie-clips/cloudy-with-a-chance-of-meatballs/your-choice?play=1>
 - Sworn Oath excerpt from *Paul Blart: Mall Cop* (2:00)
 - <http://www.wingclips.com/movie-clips/paul-blart-mall-cop/sworn-oath>

Time: 47 minutes

Procedures/ Instructional Strategies:

- **Silent Reading** [10 minutes]
 - c) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - d) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) Hook: Introduction to Unit on Making Choices** [5-10 minutes]
- a) What is a choice?
 - i) Next, we will make the transition into a quick introduction to the unit making choices. I will first ask students, “What is a choice?”
 - ii) After we have brainstormed some ideas on the definition of choice, I will hand out the worksheet on making choices.
 - b) Defining choice
 - i) Using a transparency, I will record student responses on the overhead.
 - ii) We will define choice using the making choices worksheet, encouraging student involvement in describing choices that we are often faced with in our lives.
 - (1) I.E. Choosing white bread versus wheat, NCSU versus UNC, etc.
 - iii) Students will then write several choices that they must make in their lives during this time in the next section: What types of choices are you faced with?
 - (1) I will also emphasize the importance of what helps make choices.
 - (a) Motivating questions
 - (i) Who or what helps you make choices?
 - (ii) Do you take other individuals into consideration when you make a choice?

3) Activity: Analyzing Choices [25 minutes]

- a) After we have listed several examples of choices that students have to make, we will watch four film clips of scenarios where people are faced with difficult decisions.
- b) After each clip, we will discuss what predictions the students have about the likely decisions these individuals will make, writing them down as we go along in our notes on making choices as well as considering what choice we would make in these same scenarios.
- c) Using a transparency, I will record student responses on the overhead.
- d) After each individual film clip, I will ask for student volunteers to share the following items:
 - i) What they saw in the film clip/ what are the choices these characters must decide upon?
 - ii) The choice they predict the character will make in the scenario.
 - iii) The choice they would make if they were faced with the same situation.
- e) Encouraging Questions:
 - i) Why are these choices so difficult?
 - ii) How will they react to these choices?
 - iii) How will these choices likely affect them?
- f) Students will be expected to write down their responses on their handout.
- g) Film Clips:
 - i) Dilemmas
 - (1) Finding Money (3:06)
 - (a) Upon discovering a plane wreck, three friends find a duffle bag full of \$100 bills and contemplate what to do with it.
 - (2) "9" (2:00)
 - (a) When 2 is captured by evil machines and taken away, 9 tries to convince 5 to help rescue him.
 - ii) Hard Choices
 - (1) Cloudy w/a chance of meatballs (2:29)
 - (a) Even when Flint's invention becomes hazardous to the town, the evil mayor still pressures Flint to keep the food falling.
 - (2) Paul Blart: Mall Cop "Sworn Oath" (2:00)
 - (a) As criminals are overtaking the mall, Paul Blart pledges to stay inside and try to protect those being held hostage.

4) Closure: Exit Ticket: Survey [5-7 minutes]

- a) We will then transition into the end of the class period. I will describe how we all face difficult decisions throughout the course of our lives as we were shown in the examples in the film clips. We must consider the options when making a choice because all of our decisions influence our lives.
- b) Students will then be given an anticipatory guide to see what sorts of statements they agree or disagree with in a particular situation.
- c) I will remind students to truly think about whether they agree with these statements because they should consider the choices they would be faced with in regards to these statements.
- d) As an exit ticket, students will then be asked to fill out this anticipation guide.

- i) Anticipation Guide: Put an X after the statements with which you agree.
 - (1) It would be wonderful to live forever.
 - (2) Everyone who commits a crime must be punished.
 - (3) Helping someone escape from prison is an honorable thing to do.
 - (4) People should have control over life and death.
 - (5) Living means always changing.
 - (6) Seeing your family every ten years is enough time to spend with them.
 - (7) Whenever you see an opportunity to make money, you should take it.
- e) I will explain to students that their answers will be compared to that of their classmates to see what percentage of the class agrees or disagrees with these statements. I will put these results into a graph that evening for students to see a visual representation of their answers the following day in class.

Methods of Evaluation:

Students' participation in the class discussion of the film clips [2.1, 7.1, 7.2, 7.3, 9.2, 11.1, 11.2, CCSS-SL-(6)-1, CCSS-SL-(6)-2]

Student's participation in the making choices handout [5.1, 5.2, 7.1, 7.3, 9.1, 9.3, Students' completion of the anticipatory guide [7.1]

Accommodations: None needed for this specific lesson plan.

In Retrospect/ In Reflection:

Appendix of Materials Needed:

- 1) "Making Choices" Handout
- 2) "Making Choices" Target Answer Sheet
- 3) Anticipatory Guide

Name: _____

Date: _____

Choices—we all make them!
 “To be or not to be...that is the question”

Choice	<p>The act, instance, right, power, or opportunity to choose; alternative; option; preference</p> <p>What types of choices are you faced with?</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Directions: After watching each film clip, predict what choice these individuals will likely make when faced with a dilemma or hard choice. What choice would you make in these scenarios?

Scenario What happened? With what choices are these characters faced?	Predict what choice they will make. Describe the choice they make.	What choice would you make?
Finding Money		
9		
Cloudy with a Chance of Meatballs		
Paul Blart: Mall Cop		

Choices—we all make them! Target Answer Sheet

“To be or not to be...that is the question”

Choice	<p>The act, instance, right, power, or opportunity to choose; alternative; option; preference</p> <p>What types of choices are you faced with?</p> <p>1) Food we eat, what to wear, who to be friends with, what sports to play, what hobbies to have, etc.</p>
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Directions: After watching each film clip, predict what choice these individuals will likely make when faced with a dilemma or hard choice. What choice would you make in these scenarios?

Scenario What happened?	Predict what choice they will make/ Describe what choice they made.	What choice would you make?
<p style="text-align: center;">Finding Money</p> <p>-Three men find a plane wreck. -As they search through the wreckage, they discover a bag full of money. -They talk about what to do with the money</p>	<p>-Predictions may vary: -I predict that these men will take the money, but they will get in trouble. -I predict that they will leave the money and go on their merry way. -etc.</p>	Answers will vary
<p style="text-align: center;">9</p> <p>-2 is captured by evil machines -9 tries to convince 5 to help rescue him</p>	<p>-9 will save the day -5 says he won't go, but he then says, "Wait, we're going to need a map!" -This makes it seem as though he has changed his mind and will go with 9 to save 2. -etc.</p>	Answers will vary
<p style="text-align: center;">Cloudy with a Chance of Meatballs</p> <p>-Flint's invention has become hazardous to the town -The evil mayor tries to convince him to keep the machine running -Flint must decide if he should continue running the machine.</p>	<p>-Possible predictions may vary. -Flint will likely save the day, turning off the machine. -Flint will listen to the mayor, keeping the machine and harming the town. -Flint will listen to his father and shut down the machine.</p>	Answers will vary
<p style="text-align: center;">Paul Blart: Mall Cop</p> <p>-Criminals overtook the mall -Blart must decide whether to stay inside and protect those left inside</p>	<p>-Blart went back inside -He will stay true to his "sworn oath"</p>	Answers will vary

Name _____
Date _____

Tuck Everlasting Anticipation Guide

Directions: Put an X after the statements with which you agree.

- 1) It would be wonderful to live forever. _____
- 2) Everyone who commits a crime must be punished. _____
- 3) Helping someone escape from prison is an honorable thing to do. _____
- 4) People should have control over life and death. _____
- 5) Living means always changing. _____
- 6) Seeing your family every ten years is enough time to spend with them. _____
- 7) Whenever you see an opportunity to make money, you should take it. _____

Making Choices
Plan #2 of 20

**“Choices are the hinges of destiny.”
--Edwin Markham**

Context: This would be the next lesson plan for my unit on making choices. This lesson would be used as in extension to the introduction of my thematic unit on making choices. This will allow students to draw inferences from a different sort of text, and become knowledgeable about some of the literary devices associated with this thematic unit. It coincides with the theme, making choices, by allowing students to decipher the meaning of several different quotes related to decision-making.

Specific Learning Objectives

SWBAT:

[Cog] **GO SO**

- 2. Develop critical thinking skills
 - 2.1 Generate open-ended questions
- 3. Better understand key literary devices
 - 3.1 Define literary devices
 - 3.2 Give examples of literary devices

[Aff]

- 6. Collaborate effectively with peers
 - 6.1 Cooperate during group activities
 - 6.2 Assist classmates in the brainstorming of quotation meanings
- 7. Participate in classroom discussion
 - 7.1 volunteer answers
 - 7.2 ask questions
 - 7.3 listen to peers
- 9. Actively follow directions
 - 9.1 Complete all components of handout
 - 9.2 Listen attentively
 - 9.3 List answers on handout

[Perf]

- 11. Effectively respond to material
 - 11.3 Effectively state opinions

[CCSS]

CCSS-SL-(6)-2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Materials/ Technology Resources Required:

- 1) Pencils
- 2) Paper

- 3) Anticipatory Guide Graph
- 4) Results of the Survey from the previous class
- 5) Making Choices Quotation Worksheet
- 6) Literary Elements Worksheet

Time: 47 minutes

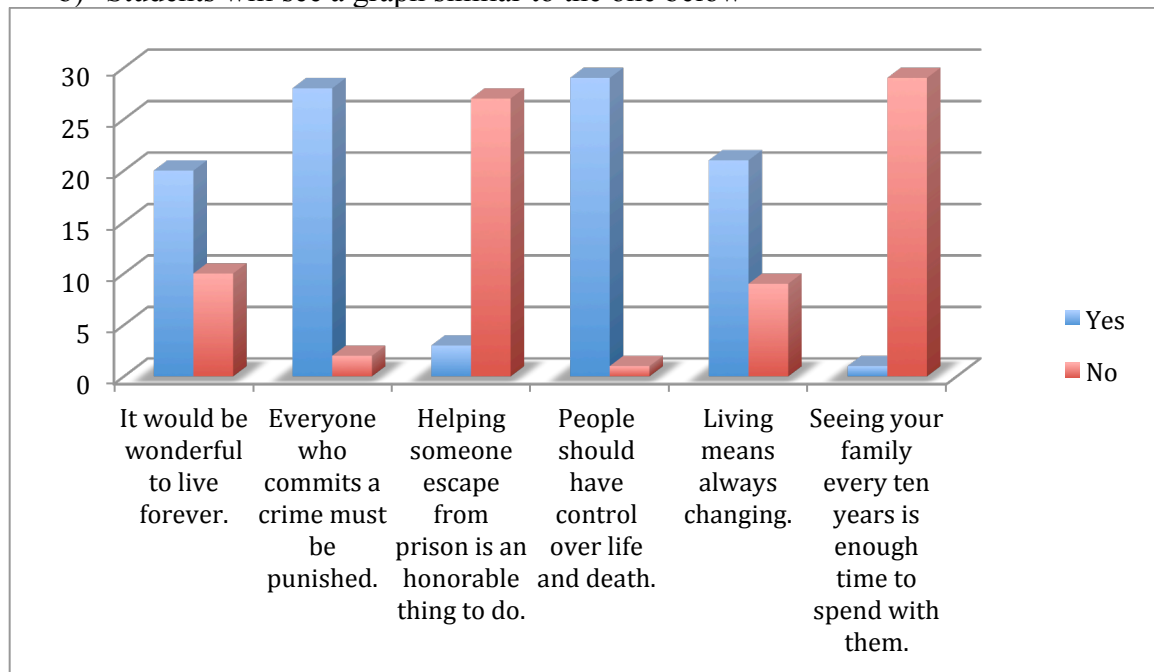
Instructional Procedures/ Steps:

2) Silent Reading [10 minutes]

- a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
- b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.

3) Bridge/ the results are in! [5 minutes]

- a) Next, we will make the transition into a discussion on the results of the anticipatory guide from the previous day.
- b) Students will see a graph similar to the one below



- c) Once students have had 1 minute to silently look over the graph, I will encourage students to talk to their neighbor/nearest classmate to discuss what they see for 1 minute. I will then review the results of the graph, asking several motivating questions.
- d) Motivating Questions
 - i) What do you see?
 - ii) Are you surprised with the results?
 - iii) How did your answers compare to your classmates?
 - iv) How did you decide whether or not to choose yes or no?

- v) What do you think these results tell us about choice?
- e) I will explain to students that there can be circumstances where our choices may be hindered by something. For some of these statements, it could depend on the situation. Would their choices have been different if they were able to live forever?
- 4) **Activity: Choice Quotations** [15-20 minutes]
 - a) Next, we will make the transition into our lesson on the meaning of several quotations used for reflection on the unit theme.
 - b) I will make the connection between the choices that students made here and the ability to capture the meaning of a quotation, explaining that they all relate to the featured theme.
 - c) As a whole class, we will work through the first quote related to choice on the making choices quote handout.
 - d) “Life is the sum of all your choices” – Albert Camus
 - i) Motivating Questions
 - (1) What are the main parts of the quote? What does each part mean? What is the message of the quote as a whole?
 - (2) Students will then work in groups at their tables to find the meaning of two other quotations.
- 5) **Share out** [5-10 minutes]
 - a) What were the main parts of the quotes?
 - b) What were the messages of the quotes?
 - c) Do you agree with the quotes?
 - d) How do they relate to choice?
 - e) After each group shares their responses, I will pick up the quotation worksheet.
- 6) **Lets play a game!** [10-15 minutes]
 - a) To conclude the class, we will play a game in order to introduce several literary devices including: Figurative Language, Symbolism, Foreshadowing, Simile, Metaphor, and Personification.
 - b) I will explain that the novel we will begin the following day includes the following literary devices, most of which will be a review. Understanding these devices will help students gain a better perspective on the novel, and in turn, the theme of making choices.
 - c) I will use Microsoft word to begin typing a literary device.
 - i) For example: I will begin with figurative language.
 - (1) I will type the letters Fi before pausing for a moment. Students will be able to guess the word as soon as I begin typing. I will continue to slowly add more letters to the word until the students have guessed the word.
 - (2) After each word, we will define, describe, and give an example of that particular literary device. (Ref.: From Rivet activity from Crystal Simmons)
- 7) **Closure/ Exit ticket**
 - a) Ask one open-ended question about the material from today.
 - b) Describe one thing that you learned today.

Methods of Evaluation:

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Students' participation in the class discussion [2.1, 7.1, 7.2, 7.3, 9.2, 11.3, CCSS-SL-(6)-2]

Student's participation in the vocabulary game [3.1, 3.2,

Students' completion of the choice quotation worksheet [7.1, 6.1, 6.2, 9.1, 9.3]

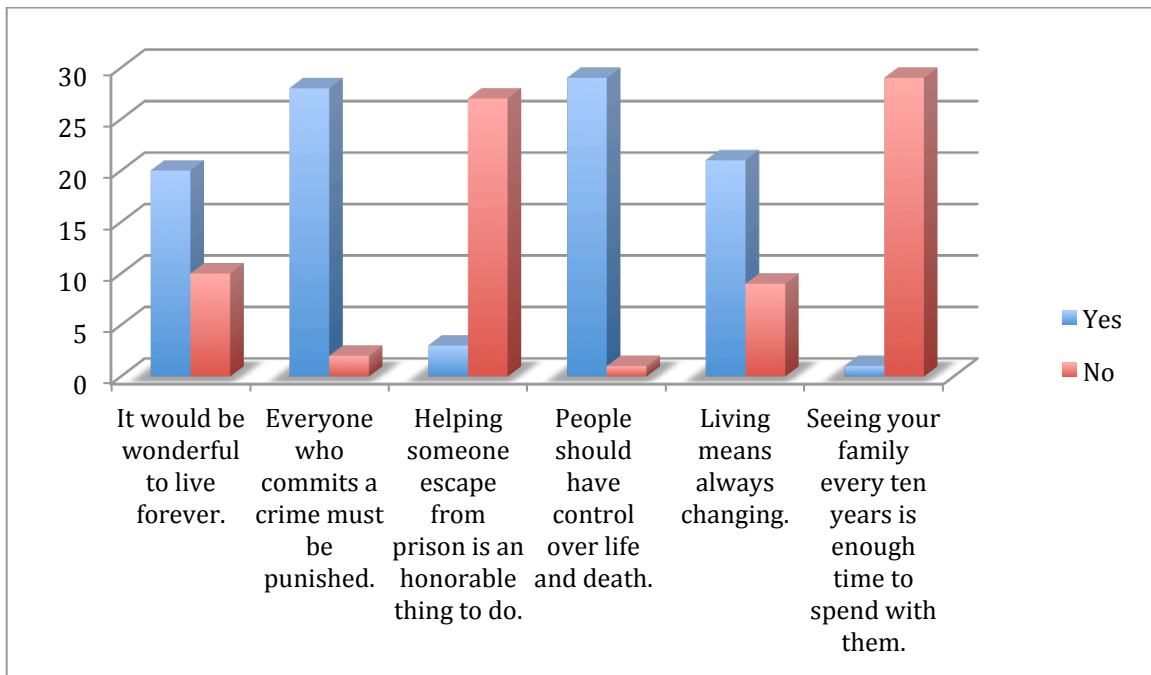
Accommodations: None needed for this specific lesson plan.

In Retrospect/ In Reflection:

Appendix of Materials Needed:

- 1) Anticipatory Guide Result Graph
- 2) Making Choices Handout
- 3) Making Choices Answer Sheet
- 4) Lets play a game/ Literary Devices Handout
- 5) Lets play a game/Literary Devices Target Answer Sheet

Anticipatory Guide Results



- What do you see?
- Are you surprised?
- How does this relate to choice?
- How did you decide whether or not to choose yes or no?

Making Choices Quotes

Name(s) _____

Directions: In groups, you will break down the following quotes into the meaningful “parts.” Discuss those meaningful parts in order to come up with an overall understanding of the entire quote.

1. “Life is the sum of all your choices” – Albert Camus

Words From Quote	Meaning of the words
“Life”	
“sum”	
“all your choices”	
Overall meaning/message of the quote:	

2. “We have to choose between what is right, and what is easy.” – J.K. Rowling

Words From Quote	Meaning of the words
“choose between”	
“what is right, and what is easy”	
Overall meaning/message of the quote:	

3. “Choices are the hinges of destiny.” Edwin Markham

Words From Quote	Meaning of the words
“Choices”	
“Hinges of destiny”	
Overall meaning/message of the quote:	

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4. “Life is partly what we make it, and partly what it is made by the friends we choose.” – Tennessee Williams

Words From Quote	Meaning of the words
“Life”	
“partly what we make it”	
“party what it is made by the friends we choose”	
Overall meaning/message of the quote:	

5. “We must make the choices that enable us to fulfill the deepest capacities of our real selves” – Thomas Merton

Words From Quote	Meaning of the words
“make the choices”	
“enable us to fulfill”	
“the deepest capacities of our real selves”	
Overall meaning/message of the quote:	

Making Choices Quotes Answer Sheet

Directions: In groups, you will break down the following quotes into the meaningful “parts.” Discuss those meaningful parts in order to come up with an overall understanding of the entire quote.

1. “Life is the sum of all your choices” – Albert Camus

Words From Quote	Meaning of the words
“Life”	Time, lifespan, everything you do, existence, etc.
“sum”	Entirety, total, all of something, etc.
“all your choices”	Every decision
Overall meaning/message of the quote: Our entire existence is made up of each and every decision we make because they all affect our daily lives.	

2. “We have to choose between what is right, and what is easy.” – J.K. Rowling

Words From Quote	Meaning of the words
“choose between”	Decide among alternative options
“what is right, and what is easy”	Beneficial ideas versus simple decisions, difficult choices versus stress-free choices
Overall meaning/message of the quote: It can often be difficult to make decisions, but it is important to make choices that are genuine even if they may be difficult.	

4. “Choices are the hinges of destiny.” Edwin Markham

Words From Quote	Meaning of the words
“Choices”	Selections, variety, making a decision between several things, etc.
“Hinges of destiny”	Centers/axis/pivots of fate, calling, future, etc.
Overall meaning/message of the quote: The decisions we make in our lives are at the center of our futures.	

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4. “Life is partly what we make it, and partly what it is made by the friends we choose.” – Tennessee Williams

Words From Quote	Meaning of the words
“Life”	Time, lifespan, everything you do, existence, etc.
“partly what we make it”	Made up of our actions
“party what it is made by the friends we choose”	And also by the people that we surround ourselves with
Overall meaning/message of the quote: We believe this quote refers to the importance that the people in our lives make to our own choices and motivations.	

5. “We must make the choices that enable us to fulfill the deepest capacities of our real selves” – Thomas Merton

Words From Quote	Meaning of the words
“make the choices”	Make certain decisions
“enable us to fulfill”	That help us succeed or accomplish certain things
“the deepest capacities of our real selves”	The biggest aspects of our potential
Overall meaning/message of the quote: We think this message of this quote is that each decision we make affects our ability to succeed in everything that we are capable of in our lives.	

Name _____
Date _____

Lets play a game!
Literary Devices

Literary Device	Definition/Description/Example

Name _____
Date _____

Let's play a game!
Literary Devices Target Answer Sheet

Literary Device	Definition/Description/Example
Figurative Language	<ol style="list-style-type: none"> 1) Symbolic language intended to create imagery. 2) Examples: simile, metaphor, personification, allusion, hyperbole.
Symbolism	<ul style="list-style-type: none"> • Symbolism is the practice or art of using an object or a word to represent an abstract idea • Example: Time is money, Life is a roller-coaster,
Foreshadowing	<ul style="list-style-type: none"> • When the author hints at something that is to come later; present an indication beforehand • He felt a chill as he walked through the ominous alley.
Simile	<ul style="list-style-type: none"> • uses the words “like” or “as” to compare one object or idea with another to suggest they are alike. • Example: busy as a bee
Metaphor	<ul style="list-style-type: none"> • States a fact or draws a verbal picture by the use of comparison. • Example: You are what you eat.
Personification	<ul style="list-style-type: none"> • Giving inanimate objects human-like qualities. • Trees were dancing with the wind.

Making Choices
Plan #3 of 20

Would you drink the water?

Context: Today, students will be introduced to the novel, *Tuck Everlasting* by Natalie Babbitt. The lessons will revolve around the importance of how this novel exemplifies the theme of making choices as well as how our students make their own decisions about their lives. This novel, which illustrates many different choices of characters, will help students see how choice affects individuals by seeing its effects through the eyes of another.

Specific Learning Objectives

SWBAT:

[Cog] **GO SO**

1. Understand parts of a novel
 - 1.1 effectively answer the comprehension and discussion questions
3. Better understand key literary devices
 - 3.1 Define literary devices
 - 3.2 Give examples of literary devices

[Aff]

7. Participate effectively in classroom discussion
 - 7.1 volunteer answers
 - 7.2 ask questions
 - 7.3 listen to peers

[Perf]

10. Create original writing, posters, etc.
 - 10.1 Create a free-write responding to a particular question

[CCSS]

CCSS-SL-(6)-1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Materials/ Technology Resources Required:

- 1) Pencils
- 2) Dixie Cups/Small Cups
- 3) Water
- 4) Marker
- 5) Paper
- 6) *Tuck Everlasting* class set
- 7) Discussion Questions

Time: 47 minutes

Instructional Procedures/ Steps:

- 1) **Silent Reading** [10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) **Hook: Water Drinking Activity** [5 minutes]
 - a) Next, we will make the transition to our introduction to *Tuck Everlasting*, a novel based on the theme of making choices.
 - b) Before the class period, I will have previously written either 1 or 2 on the bottom of each individual cup.
 - c) I will fill up these cups with a very small sip of water before passing out a cup to each individual student.
 - d) I will put the attached directions on the document camera and explain to students that the water is safe and healthy. They will then be asked to drink the sip of water in their cups.
 - e) After students drink their water, I will ask them to turn their cup over.
 - f) On the bottom of the cup, they will see the number 1 or 2.
 - g) I will tell students that everyone who drank water from a cup with the number 1 on it will live forever.
- 3) **Free-write** [5 minutes]
 - a) Students will then have five minutes to free-write about the experience.
 - i) Motivating Questions:
 - (1) Would you want to live forever?
 - (2) Were you upset if you were going to live forever?
 - (3) Were you upset if you weren't going to live forever?
- 4) **Tuck Everlasting Movie Trailer** [3 minutes]
 - a) Next, I will explain to students that this scenario happened to a family in the fantasy novel, *Tuck Everlasting*. I will tell students that the family was not aware that drinking from a spring would allow them to live forever, but that their lives were completely changed after they unknowingly drank the water. I will show them the movie trailer in order for them to gain a better perspective on the novel that they will begin reading.
 - b) Link to the trailer: <http://www.youtube.com/watch?v=yQMOqnDZqe4>
 - c) During the trailer, I will pass out the novel to the students.
- 5) **Reading of *Tuck Everlasting*/ Comprehension and Discussion Questions** [20-25 minutes]
 - a) Following the trailer, I will have students open their books up as I begin to read the Prologue, Ch.1, and Ch.2 [9 pages]
 - b) I will read these pages to the class as they follow along in their own books, encouraging students to ask questions.
 - c) After each chapter, we will pause to go over several comprehension and discussion questions about the chapter. This will provide students with an opportunity to discuss the main points and retain what they have just read.

6) Closing/Exit ticket [2 minutes]

- a) Following the reading, we will make the transition to the end of class. Rather than simply end on the discussion questions, we will write a short free-write.
- i) Now that we have read the first few chapters, predict how the story will end. What do you think will happen to the main characters? This will serve as your exit ticket for the class period.

Methods of Evaluation:

Students' involvement in the water drinking free-write [7.1, 7.2, 7.3, 10.1, CCSS-SL-(6)-1]

Students' involvement in the comprehension and discussion questions [1.1, 3.1, 3.2]

Accommodations: None needed for this specific lesson plan.

In Retrospect/ In Reflection:

Appendix of Materials Needed:

Water Drinking Free-write Directions

Comprehension and Discussion Questions

Comprehension and Discussion Target Answer Guide

Take a sip. The water tastes great!

Turn your cup over!

You should have a number on the bottom
of your cup.

If you have a number 1 on the bottom of
your cup, you will live forever!

If you have a number 2 on your cup you
will live a normal life, eventually passing
away!

Free-write for five minutes:

How do you feel about these results?
Are you glad, relieved, upset, angry, or
excited?

Tell me why!

Did you want to live forever?

Why or why not?



Comprehension and Discussion Questions

Prologue, Chapter One, and Chapter Two

Directions: Answer the following questions in complete sentences. Make sure to use textual evidence to support your response.

PROLOGUE

1. How does the author describe the month of August? What literary devices does she use?

2. What three events took place as the story began? What connected these events?

3. How does Natalie Babbitt create a sort of suspense or foreshadowing in the first prologue?

CHAPTER ONE

1. Close your eyes. Picture the road to Treegap, the house, and the woods. Draw a picture, keeping in mind the description in the first chapter.

3. Define personification. Cite two examples in which this chapter uses personification.

CHAPTER TWO

1. Why is Mae Tuck so excited?

2. What does Angus Tuck dream about?

3. What surprise do we learn at the end of this chapter?

Comprehension and Discussion Target Answers

Prologue, Chapter One, and Chapter Two

Directions: Answer the following questions in complete sentences. Make sure to use textual evidence to support your response.

PROLOGUE

1. How does the author describe the month of August? What literary devices does she use?

- Extremely hot and motionless
- Strange and breathless days: The Dog Days
- Uses a simile: “like the highest seat of a Ferris wheel when it pauses in its turning.”

2. What three events took place as the story began? What connected these events?

- Mae Tuck set out for Treegap
- Winnie Foster decided to think about running away
- A stranger appeared at the Fosters’ gate

3. How does Natalie Babbitt create a sort of suspense or foreshadowing in the first prologue?

1. Describing the events
2. Ending with the sentence “But sometimes people find this out too late.”
3. Ends ominously

CHAPTER ONE

1. Close your eyes. Picture the road to Treegap, the house, and the woods. Draw a picture, keeping in mind the description in the first chapter.

1. Pictures will vary

3. Define personification. Cite two examples in which this chapter uses personification.

- Giving inanimate objects human-like qualities.
- The road “seemed to pause” (pg. 5)
- House was “so proud of itself” (pg. 6)

CHAPTER TWO

1. Why is Mae Tuck so excited?

1. She will get to see the boys tomorrow.

2. What does Angus Tuck dream about?

2. He dreams about his family being in heaven, emphasizing how he dreams that they had never heard of Treegap.

3. What surprise do we learn at the end of this chapter?

3. That the members of the Tuck family have looked the same for eighty-seven years.

Making Choices
Plan #4 of 20

Character Carousel

Context: This lesson encourages a connection between the theme, making choices, and the characters in *Tuck Everlasting*. As students describe the characters, they are also explaining what decisions these individuals face. It will be crucial for students to be knowledgeable about each character in order to decipher through the many choices these characters must make throughout the novel.

Specific Learning Objectives

SWBAT:

[Cog] **GO SO**

2. Develop critical thinking skills
 - 2.1 Generate open-ended questions
4. Interpret material
 - 4.1 Describe character traits

[Aff]

6. Collaborate effectively with peers
 - 6.1 Cooperate during group activities
9. Actively follow directions
 - 9.1 Complete all components of handout
 - 9.2 Listen attentively
 - 9.3 List answers on handout

[Perf]

13. Present information
 - 13.1 Display character information

[CCSS]

CCSS-SL-(6)-1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Materials/ Technology Resources Required:

- Construction Paper
- Markers
- Pencils
- *Tuck Everlasting* class set
- Paper

Time: 47 minutes

Instructional Procedures/ Steps:

- 1) **Silent Reading** [10 minutes]
 - a) Students will be expected to come into the room with normal expectations. Each day they begin the class by writing their homework in their planner and silently reading for ten minutes.
 - b) During these ten minutes, I will greet students, walk around stamping agendas of students who have written their homework, hand back any graded work, and take attendance.
- 2) **Hook: Questioning the class** [5 minutes]
 - a) In order to begin the class period, I will ask students a series of questions.
 - i) What do you think of the characters in *Tuck Everlasting* thus far?
 - ii) Do you have a favorite character? If so, who?
 - iii) How can you distinguish between the characters we have learned about thus far?
- 3) **Partner Reading of *Tuck Everlasting*** [15 minutes]
 - a) We will then make the transition to reading of Chapter 3 and Chapter 4 [9 pages] in order to learn even more about the characters in *Tuck Everlasting*.
 - b) In order to read these chapters, we will break into groups of 2-3 students
 - c) Each group will be given a notecard where they will do the following things before, during, and after the reading.
 - i) Make a prediction
 - ii) Summarize the chapter
 - iii) Ask a question
 - iv) Make a comment about the reading
 - d) The group may choose to read silently, answering questions together.
 - e) The group may choose to take turns reading, or have one student read the chapters.
 - f) This activity allows students to decide how they would like to read the chapters.
 - g) They must work together to write their predictions, summary, questions, and comments. They can have more than one prediction, question, and comment! They need at least one for each group, though.
- 4) **Comprehension and Discussion Questions** [10 minutes]
 - a) After each chapter, we will go over several discussion questions about the chapter. This will provide students with an opportunity to retain what they have just read.
- 5) **Character Carousel** [10 minutes]
 - a) Next, we will make the transition to our lesson on the six main characters from *Tuck Everlasting*. Students will be broken up into six different groups. Each group will be given a different color marker.
 - b) Directions for the project:
 - i) Each group will go around to a different piece of construction paper taped to the walls where they will write a description of each character (Jesse Tuck, Miles Tuck, Angus Tuck, Mae Tuck, Winnie Foster, Man in the Yellow Suit). Each group will rotate through the room, writing their own depiction of each character.
 - ii) Students can include: character traits, descriptions of clothing, and looks.
 - (1) Also, consider what choices these characters are faced with in the story.

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- c) Each group will have roughly 1½ minute to write a short description of each character.
 - d) The groups will then rotate clockwise to the next character, read the previous groups description, and add more to the description of that character. After each group as had a chance to write on each character's description sheet, we will sit down to discuss the characters.
- 6) **Closing: Class Chat** [5 minutes]
- a) In closing, we will discuss the following items
 - i) How did the students describe the characters?
 - ii) What sorts of textual evidence do we see?
 - iii) What did they learn from Chapters 3 and 4 about the characters?

Methods of Evaluation:

Students' participation in the class discussions [2.1, 6.1, 9.2, CCSS-SL-(6)-1]

Students' participation in the comprehension and discussion questions [9.1, 9.3, CCSS-SL-(6)-1]

Students' participation in Character Carousel [13.1, 4.1, 6.1]

Accommodations: None needed for this specific lesson plan.

In Retrospect/ In Reflection:

Appendix of Materials Needed:

Character Carousel directions

Comprehension and Discussion Questions

Comprehension and Discussion Questions Target Answers

Comprehension and Discussion Questions

Chapter Three and Chapter Four

Directions: Answer the following questions in complete sentences. Make sure to use textual evidence to support your response.

CHAPTER THREE

1. Why is Winnie unhappy with her life?

2. Who does Winnie talk to about her problems? Why do you think she talks to this character?

CHAPTER FOUR

1. What do Winnie, her grandmother, and the stranger hear during their conversation? How does each character react?

2. What can we infer about the character of the man in the yellow suit?

Comprehension and Discussion Questions Answer Sheet

Chapter Three and Chapter Four

Directions: Answer the following questions in complete sentences. Make sure to use textual evidence to support your response.

CHAPTER THREE

1. Why is Winnie unhappy with her life?

- Winnie is unhappy because she feels very trapped in her current lifestyle.
- She feels as though she is constantly being told what to do and how to do it.

2. Who does Winnie talk to about her problems? Why do you think she talks to this character?

- Winnie talks to a Toad. I think she talks to the toad because she feels very alone, unable to talk to her parents.

CHAPTER FOUR

1. What do Winnie, her grandmother, and the stranger hear during their conversation?

How does each character react?

- They hear music coming from the woods.
- The stranger gets happy.
- Winnie becomes curious.
- Her grandmother becomes excited, stating that it is elf music.

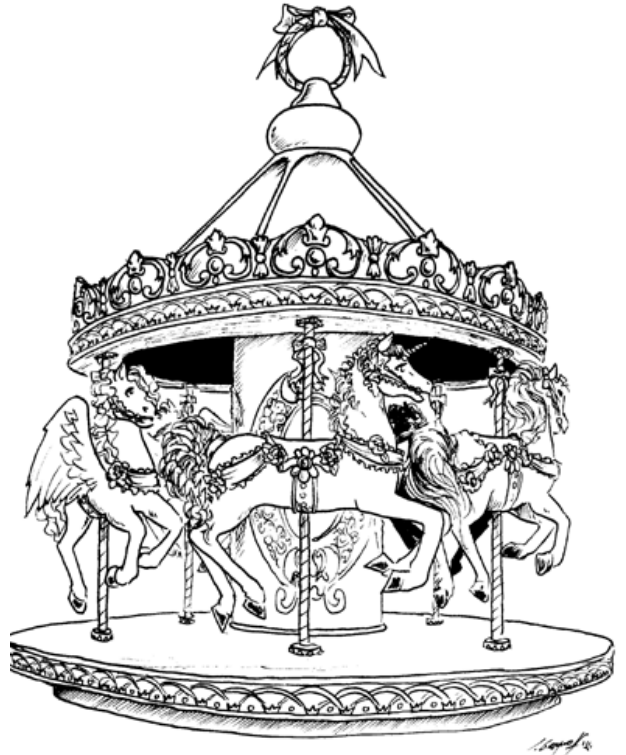
2. What can we infer about the character of the man in the yellow suit?

- We can infer that he will be one of the main characters and could potentially cause some trouble.

Character Carousel

Directions:

- You will be broken up into six groups, which means there will be roughly five students in each group.
- Your group will receive **one** marker
- On the walls, you will see six different pieces of paper with a character's name on each sheet of paper.
- You will rotate clockwise through the room with your group.
- You will have One minute to write a description of each character.
 - For example:
 - Winnie Foster is ten years old and extremely curious.



Part III: Evaluation

“The first week of August hangs at the very top of summer, the top of the live-long year, like the highest seat of a Ferris wheel when it pauses in its turning.”

-Natalie Babbitt, *Tuck Everlasting*

Evaluation Philosophy

My evaluation philosophy is centered on differentiated evaluation strategies in order to best assess student learning. In my future classroom, I plan to have many assessment strategies to best suit individual learners. Some students have extremely bad test anxiety, so a standardized test would not always be the best form of evaluation for them. Some students need to be able to express their knowledge in a creative way, such as constructing a unique project. The main goal of evaluation is to test what the students know or have learned, so differentiating evaluation methods will benefit students by giving them a fair form of assessment that is best suited for each student.

My philosophy of evaluation also revolves around the idea that all learning is a process. Therefore, the concept of evaluation should focus on process rather than focusing simply on the product. My assessment strategy will pay attention to items that not only reflect the final product, but the learning that has occurred throughout the entire process. This will provide more accurate information about the knowledge that has been gained in the classroom.

I truly believe that evaluation is a crucial tool in the educational system. It provides students, teachers, and parents with a reference point to the knowledge students have acquired as well as what students need to improve upon. Without some form of assessment, there is no way an educator can monitor student involvement. My philosophy is centered on the importance of evaluation to better understand what I can do to best help my future students succeed.

Methods of Evaluations

Methods of evaluations that I would like to impart on my unit include formative assessments such as classroom conversations, debates, homework, group work, and exit tickets. I will also like to use summative assessments such as projects, presentations, and essays. I am not only using projects such as the wanted poster, song, or alternate ending rather than simply using a standard test. This will provide more than one type of evaluation for students to fully understand what the students know. My methods of evaluation will be differentiated in order to accurately measure student knowledge.

Part IV: Works Cited List & Reflective Addendum

“Happiness can be found, even in the darkest of times, if one only remembers to turn on the light.”

-J.K. Rowling, *Harry Potter and the Prisoner of Azkaban*

Works Cited

Wanted Poster idea referenced from Marsha East

Vocabulary Lesson referenced from Crystal Simmons

I love that teaching idea. (n.d.). Retrieved from
http://www.ilovethatteachingidea.com/ideas/010424_stump_the_teacher.htm

Dear Reader,

I came up with my theme and ideas for my unit in a variety of ways. The theme, making choices, coincides with Wake Counties CMAP, but my resources did not come directly from CMAP. Rather, once I found out what my unit needed to revolve around, I spoke with my cooperating teacher, Marsha East. We decided to use a novel for this unit, but there were several options for quality novels that lend themselves nicely to a unit. Alas, I decided upon the novel, *Tuck Everlasting*. The reason I chose this particular book was because it not only has a wonderful plot, it is perfect for the age range of the 6th grade class I will be working with at Dillard Drive Middle School. After I decided on using this book, I re-read it to make sure that this was a beneficial resource to use to teach the topic of making choices. I then went to the drawing board to decide on how I would use this book in the classroom, developing ideas as I went. I used my CT as a valuable resource during this process, often getting great ideas that she has used in the past when teaching this novel to her students. We talked frequently about using resources, but making them unique to best suit myself as an educator, adapting the ideas as I went along. The beginning stages of my process were to get as much information on potential lessons using *Tuck Everlasting* as I possibly could find. Discovering resources online, from Mrs. East, as well as coming up with many ideas proved to be quite successful. From there, I altered ideas that I felt could be better or more beneficial for the students.

I would say the biggest strength from my unit revolves around the fact that it revolves around a fiction novel. This novel has the capacity to strengthen student imagination as well as expand each student's horizon. It benefits students by allowing them to see examples of characters making choices in a unique way. I believe my unit coincides well with numerous reading strategies in order that encourage students to develop critical thinking strategies. At this point, I think my first week is working the best because I have had the most time to thoroughly revise. I feel as though these lessons will be intriguing and enlightening to students. If I had more time, I would definitely like to revise the remaining weeks even more. The process of revision is important, and I don't feel like I had nearly enough time to revise each lesson to benefit students the most. There will always be limitations in life, but I would rather look at them as challenges that I was able to overcome. Time limitations were definitely a problem. The amount of work required of this project was extremely challenging and I definitely think it would have been more beneficial to have more time in advance to be introduced to the work for this project. The only other limitation I saw was that there were not enough books for each student, which made it necessary to read the novel during class time. This took up the majority of each day, making it difficult to create lessons surrounding this activity each day.

While I had to be very thorough in the creation of a unit, I will also have to be extremely methodical in the actual implementation of the unit. During the execution of this unit, I will pay particularly close attention to how students benefit from particular reading strategies. I want my students to gain the most from this novel, so I want to find out what strategies work best. I want to be the type of educator that is reflective in my practice, so I want to pay attention to all aspects of my lessons. I am most concerned with how best to implement a novel in the classroom, so I will pay the most attention to this particular aspect of my thematic unit, though. If I had to rate my unit, I would describe it as a 3. The reason behind this evaluation is because I am a firm believer that there is

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always room for improvement. Each time I look at my thematic unit, I find items that could be improved.

If I were to describe this project to future students, I would tell them it is a project that focuses on the concept of making choices, a relevant topic for all individuals. I would encourage them to think about the choices they have made in their lifetime, and how those choices have influenced their lives. After encouraging them to think about their own choices, I would explain how the novel *Tuck Everlasting* exemplifies the topic of making choices, teaching students that they can learn from fantasy novels. Advice I would give students would be to be receptive to learning from the choices of others. One aspect of this project that works well is differentiating reading between whole class reading, small group reading, silent reading, and partner reading. This allows students to use a variety of reading strategies to learn new information. Other features that work well include a variety of hooks to begin lessons, and an assortment of teaching resources including film clips, song, poems, and quotations. I would definitely encourage revision of this project in order to best suit individual classes and individual students.

Overall, I am definitely glad that I had the opportunity to create this unit because it allowed me to see the amount of work it takes to plan a unit. While I may not have to write such in depth lesson plans for each day, I will have to plan my lessons according to the standards, needs of students, and material.

Sincerely,
Hailee Klauka